

Core Question 1: Is the educational program a success?

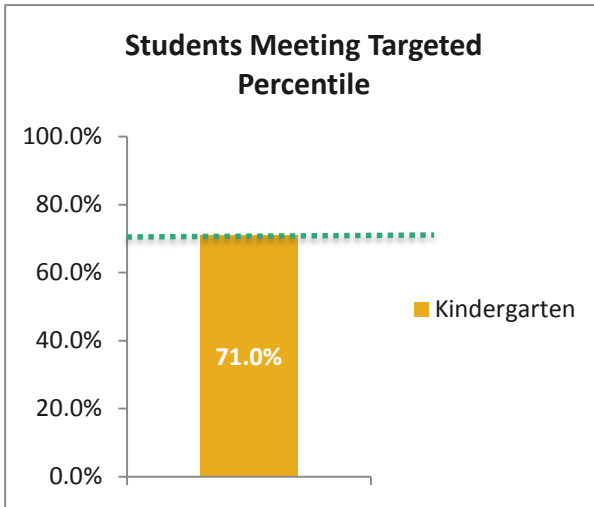
The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

Due to the unique grade level configuration of KIPP Unite Elementary, it will not have state accountability data for the first three years of school operation. Upon charter approval, the Office of Education Innovation developed a framework specific to KIPP Unite that will be used until the school serves third grade students.

1.1. Is the school's academic performance meeting national norms, as measured by NWEA's MAP Assessment?

Indicator Targets	Does not meet standard	50-59.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30th percentile or higher on the spring MAP assessment. Grade 1 score in the 40th percentile or higher on the spring MAP assessment. Grade 2 score in the 50th percentile or higher on the spring MAP assessment.					
	Approaching standard	60-69.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30th percentile or higher on the spring MAP assessment. Grade 1 score in the 40th percentile or higher on the spring MAP assessment. Grade 2 score in the 50th percentile or higher on the spring MAP assessment.					
	Meets standard	70-79.9% of students score in the grade-specific targeted percentile: Kindergarten score in the 30th percentile or higher on the spring MAP assessment. Grade 1 score in the 40th percentile or higher on the spring MAP assessment. Grade 2 score in the 50th percentile or higher on the spring MAP assessment.					
	Exceeds standard	80% or more of students score in the grade-specific targeted percentile: Kindergarten score in the 30th percentile or higher on the spring MAP assessment. Grade 1 score in the 40th percentile or higher on the spring MAP assessment. Grade 2 score in the 50th percentile or higher on the spring MAP assessment.					
School Rating	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-20	Year 7 2020-21
	MS						
Sub-ratings	Sub-ratings				Result		Sub-rating
	Kindergarten				71.0%		MS
	1 st Grade				Not applicable		
	2 nd Grade				Not applicable		

Measures of Academic Progress (MAP) are K-12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum. Using nationally-normed data, MAP assessments are able to provide individual student learning levels compared to students across the country.

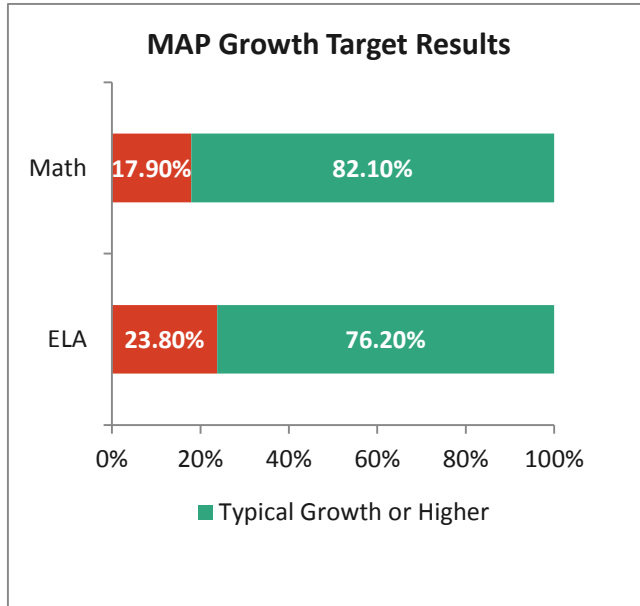


To adequately prepare students for third grade, when they will take their first state standardized test, KIPP Unite must demonstrate that more students are reaching appropriate learning levels from year to year in both math and reading. To do so, students in Kindergarten must reach the 30th percentile, students in 1st grade must reach the 40th percentile, and students in 2nd grade must reach the 50th percentile. This would mean that by third grade, students are at least in the 50th percentile, or the national average for that grade level.

In 2014-15, KIPP Unite only served students in Kindergarten. By the end of the year, 71% of Kindergarten student were performing in the 30th percentile, earning the school a **Meets Standard** on the OEI Performance Framework.

1.2. Are students making substantial and adequate gains over time, as measured by the NWEA MAP Student Growth Targets?							
Indicator Targets	Does not meet standard	Fewer than 50% of students make typical growth as established by NWEA.					
	Approaching standard	50-59.9% of students make typical growth as established by NWEA.					
	Meets standard	60-69.9% of students make typical growth as established by NWEA.					
	Exceeds standard	70% or more of students make typical growth as established by NWEA.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	ES						

After each administration, MAP assessments provide students individual growth targets. These growth targets, or goals, are based on national growth norms and tell schools whether students are achieving typical growth. The Mayor's Office looks at a weighted average of students earning typical growth or higher to ensure that students are making substantial and adequate gains over time.



In 2014-15, 76.2% of students achieved typical growth or higher on the English/Language Arts MAP assessment, while 82.1% made those gains in Mathematics. A weighted average across both subjects shows that 79.2% of students at KIPP Unite made sufficient gains in 2014-15. Thus, the school receives an **Exceeds Standard** on the OEI performance framework.

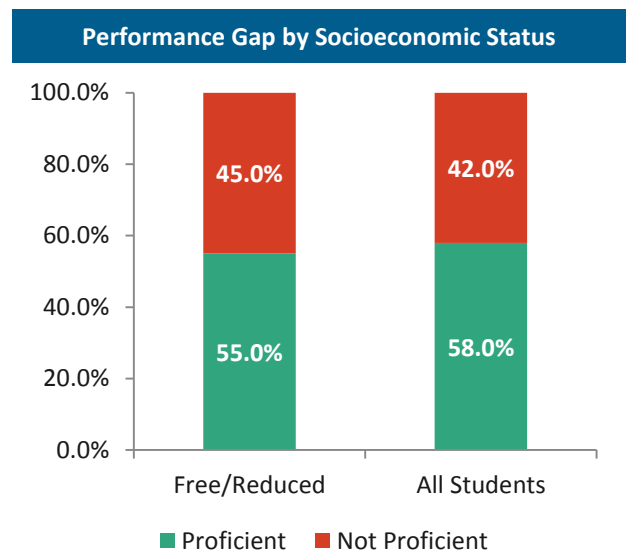
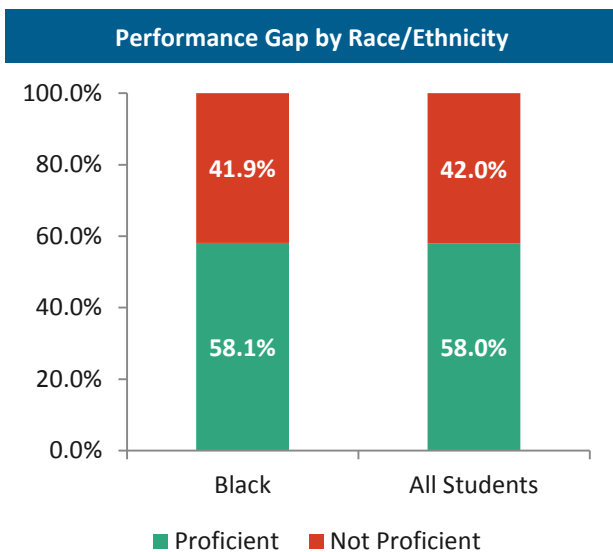
1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
Indicator Targets	Does not meet standard	Less than 50.0% of students enrolled 1 year, and 60% of students enrolled 2 years score in the 50 th percentile or higher on the spring MAP assessment.					
	Approaching standard	Less than 60.0% of students enrolled 1 year, and 70% of students enrolled 2 years score in the 50 th percentile or higher on the spring MAP assessment.					
	Meets standard	Less than 70.0% of students enrolled 1 year, and 80% of students enrolled 2 years score in the 50 th percentile or higher on the spring MAP assessment.					
	Exceeds standard	At least 80.0% of students enrolled 1 year, and 90% of students enrolled 2 years score in the 50 th percentile or higher on the spring MAP assessment.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Not Evaluated						

Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

The 2014-15 school year was KIPP Unite’s first year of operation, so the school did not have any students enrolled for two or more years, and was **not evaluated** on this indicator.

1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
Indicator Targets	Does not meet standard	School has more than 15% difference amongst races and socioeconomic statuses in the percent of students meeting their targeted percentile or higher on the spring MAP assessment.					
	Approaching standard	School has no more than 15% difference amongst races and socioeconomic statuses in the percent of students meeting their targeted percentile or higher on the spring MAP assessment.					
	Meets standard	School has no more than 10% difference amongst races and socioeconomic statuses in the percent of students meeting their targeted percentile or higher on the spring MAP assessment.					
	Exceeds standard	School has more than 5% difference amongst races and socioeconomic statuses in the percent of students meeting their targeted percentile or higher on the spring MAP assessment.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Not Evaluated						

Each year, the Mayor's Office reviews student results disaggregated by race/ethnicity groups and socioeconomic status. For KIPP Unite, the percentage of students achieving their targeted percentile in both math and reading is captured in the graphs below.



While 58.0% of all KIPP Unite students met their target percentiles in both math and reading, OEI was unable to report on subgroup comparisons due a largely homogenous student population.

In order to report a proficiency level, a subgroup must have at least 30 students. KIPP Unite did not enroll 30 students in more than one racial or socioeconomic subgroup.

Due to small subgroup numbers, KIPP Unite was **not evaluated** on the OEI performance framework for this indicator the 2014-15 school year.

1.5. Is the school's attendance rate strong?							
Indicator Targets	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	DNMS						
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					89.5%	DNMS
	High School Grades					Not Applicable	

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Attendance by Grade Level

Kindergarten	89.5%	✗
Overall Average	89.5%	✗

Since KIPP Unite only enrolled students in kindergarten for the 2014-15 school year, the attendance rate for that grade is also the overall attendance rate for the school. Due to the overall attendance rate, KIPP Unite received a **Does Not Meet Standard** on the OEI performance framework.

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Not Applicable						

Due to its unique grade level configuration, 1.6 is not applicable to KIPP Unite.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard	School does not meet standard on either school-specific educational goal.					
	Approaching standard	School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific educational goals.					
School Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021
	ES						
School-specific Information	Goal					Result	Rating
	70-79.9% of students grow 3 levels from the beginning of year to the end of year STEP assessment.					91.6%	ES

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, KIPP Unite set its first goal around student growth on the STEP Reading assessment. The school reports that 91.6% of students completed the requirements for Math, earning an **exceeds standard** on its first goal.

Due to KIPP Unite's alternative accountability framework, they were only required to submit one goal. Because of this, the rating on their first goal is also the overall rating on this indicator. Therefore, KIPP Unite receives an **Exceeds Standard** on the OEI performance framework for this indicator.

School Mission Statement

KIPP Indy Unite Elementary ensures all of our students are on the path to make their hopes and dreams a reality. We work together, united as team, to provide our students with the academic foundation and character skills necessary to get to and through college.